



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9880 N 77th Ave, Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Robert S. Miller
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-8
Web Address : www/sites/SantaFeEI/default.aspx
Phone Number : (623) 486-6475
Fax Number : (623) 486-6487
E-mail : rmiller@peoriaud.k12.az.us

Mission

At Santa Fe Elementary we assist and encourage our students to become excellent readers, writers, thinkers and problem solvers.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our desire at Santa Fe Elementary is that every student will show growth in reading at the end of the school year.
- ü Continue to cultivate an environment that prepares students to become excellent readers, writers, thinkers and problem solvers.

Enrollment

October 1, 2005 School Year Student Enrollment : 805
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 108

Instructional Programs

- ü 3- & 4-year-olds Preschool
- ü After School Tutoring/Enrichment Classes
- ü Title I Services in Reading
- ü Full Day Kindergarten
- ü English Acquisition Classes
- ü Gifted & Talented Program
- ü Technology & Careers

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our role at Santa Fe Elementary is to educate students by setting goals and expectations. Secondly, we strive to provide excellent customer service and communication with parents, students and community.

Parents

Santa Fe Elementary encourages parents to ensure regular attendance, support academics, and volunteer in any capacity. We continue to strengthen our relationship between the home and school to work as a team in educating our students.

Transportation Policy

Transportation is provided for all students that live across major streets near the school, yet within the Santa Fe attendance boundary. This includes students that live north of Peoria Avenue and/or east of 75th Avenue.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü High Five & Challenger Space Center Grants	2004
ü Pride of Peoria Winner	2006
ü Wal-Mart Teacher of the Year	2004
ü Wells Fargo and Xerox Grant for Wax Museum Project	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2757	80010	99	97	99	446	455	447	3	6	10	14	15	18	77	59	53	5	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1317	38935	100	97	99	448	454	447	4	5	9	12	15	19	76	59	55	8	20	17
Male	40	1437	40974	93	96	98	444	456	448	NA	7	11	18	14	18	80	58	52	3	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	53	752	34545	96	95	99	446	439	432	2	10	14	19	22	24	72	58	53	8	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	28	1714	35142	97	97	99	448	463	465	NA	4	5	7	11	11	89	59	56	4	25	28
Students with Disabilities	NC	447	10161	NC	84	93	NC	433	419	NC	19	28	NC	24	28	NC	44	36	NC	12	8
Students without Disabilities	84	2310	69849	100	100	100	448	459	451	2	4	7	13	13	17	79	62	56	6	22	19
Limited English Proficient Students	NC	144	14013	NC	93	97	NC	410	413	NC	21	24	NC	43	34	NC	34	39	NC	2	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	50	838	39029	98	95	98	438	439	432	4	11	14	22	22	25	70	56	52	4	11	9
Non-Economically Disadvantaged	41	1919	40981	100	98	100	454	462	462	2	4	6	5	11	13	85	60	54	7	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2732	79438	99	96	98	462	465	451	2	4	9	19	19	24	73	62	56	7	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1311	38775	100	97	99	469	470	457	2	3	7	12	17	22	74	62	58	12	18	13
Male	40	1418	40560	93	95	97	455	460	446	NA	6	12	28	21	25	73	62	54	NA	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	53	743	34297	96	94	98	460	448	434	NA	7	14	23	27	31	70	59	50	8	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	28	1700	34887	97	97	98	471	473	471	NA	3	4	14	16	15	79	64	63	7	18	18
Students with Disabilities	NC	422	9588	NC	80	88	NC	441	416	NC	14	30	NC	32	32	NC	46	34	NC	8	5
Students without Disabilities	84	2310	69850	100	100	100	464	469	456	1	3	7	19	17	23	73	65	59	7	15	12
Limited English Proficient Students	NC	139	13856	NC	90	96	NC	412	407	NC	21	27	NC	50	43	NC	29	29	NC	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	50	818	38685	98	92	97	455	447	435	2	8	14	24	30	32	68	56	50	6	7	5
Non-Economically Disadvantaged	41	1914	40753	100	97	99	470	472	467	2	3	5	12	15	16	78	65	62	7	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2759	79971	99	97	99	455	437	423	2	5	8	14	33	41	79	60	49	4	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1318	38974	100	97	99	463	451	437	2	3	5	10	23	33	80	69	57	8	5	4
Male	40	1439	40895	93	96	98	451	424	410	NA	6	10	20	41	47	80	51	41	NA	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	53	752	34481	96	95	99	452	428	410	2	6	10	19	38	46	74	54	43	6	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	28	1714	35150	97	97	99	467	441	437	NA	4	5	11	30	35	86	62	56	4	4	5
Students with Disabilities	NC	455	10258	NC	86	94	NC	403	377	NC	14	23	NC	47	51	NC	37	25	NC	2	1
Students without Disabilities	84	2304	69713	100	99	100	457	443	429	2	3	5	12	30	39	81	64	52	5	4	3
Limited English Proficient Students	NC	145	13985	NC	94	97	NC	395	382	NC	10	18	NC	59	54	NC	31	27	NC	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	50	838	38994	98	95	98	450	424	409	2	6	10	20	40	47	76	52	41	2	2	1
Non-Economically Disadvantaged	41	1921	40977	100	98	100	461	443	437	2	4	5	7	29	34	83	63	56	7	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2799	80147	99	97	99	467	490	482	7	7	11	24	14	17	58	53	49	10	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1350	39281	98	98	99	461	491	483	10	6	9	25	14	17	58	54	50	8	26	24
Male	45	1447	40780	98	96	98	475	489	482	2	7	12	24	14	17	60	52	48	13	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	41	657	33494	95	96	99	472	473	466	7	10	15	15	20	23	68	55	49	10	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	NC	38	4117	NC	95	96	NC	478	456	NC	13	19	NC	13	27	NC	55	46	NC	18	8
White	38	1856	36122	100	97	99	469	497	501	3	5	5	29	12	10	55	52	50	13	31	35
Students with Disabilities	NC	350	10295	NC	80	92	NC	454	443	NC	26	33	NC	24	26	NC	40	33	NC	10	8
Students without Disabilities	79	2449	69852	100	100	100	469	495	488	6	4	7	22	13	16	61	55	51	11	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	--	11	622	--	100	97	--	439	454	--	27	19	--	45	30	--	27	43	--	NA	8
Economically Disadvantaged	53	760	38371	96	93	97	465	474	465	4	10	15	30	21	23	57	54	49	9	15	13
Non-Economically Disadvantaged	33	2039	41776	100	98	100	470	496	498	12	5	6	15	12	11	61	52	49	12	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2782	79686	99	96	98	461	483	470	8	5	11	30	18	24	60	67	57	1	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1348	39163	98	98	99	464	489	475	8	3	9	28	15	22	65	69	60	NA	13	10
Male	45	1432	40438	98	95	97	463	478	465	7	7	13	33	20	25	58	65	54	2	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	41	650	33299	95	95	98	466	468	452	10	9	17	22	26	32	68	60	47	NA	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	NC	38	4087	NC	95	96	NC	473	446	NC	5	16	NC	26	38	NC	61	44	NC	8	2
White	38	1846	35914	100	97	98	468	489	489	3	3	5	34	15	15	61	70	67	3	12	14
Students with Disabilities	NC	332	9808	NC	76	87	NC	451	432	NC	21	35	NC	32	32	NC	42	30	NC	5	3
Students without Disabilities	79	2450	69878	100	100	100	462	487	475	8	3	8	28	16	23	63	70	61	1	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	--	10	611	--	91	95	--	NA	439	--	NA	22	--	NA	39	--	NA	37	--	NA	2
Economically Disadvantaged	53	748	38095	96	92	97	459	468	452	8	8	17	34	26	32	58	61	48	NA	5	3
Non-Economically Disadvantaged	33	2034	41591	100	98	99	464	488	486	9	4	6	24	15	16	64	69	65	3	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2808	80372	99	97	99	473	484	475	3	2	4	30	24	30	65	71	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1356	39452	98	98	99	483	497	488	3	1	3	23	15	22	75	80	72	NA	4	3
Male	45	1450	40836	98	96	98	468	472	464	2	3	6	38	33	37	58	62	56	2	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	41	665	33608	95	97	99	466	473	462	5	4	6	29	29	36	66	66	57	NA	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	NC	38	4128	NC	95	97	NC	481	464	NC	NA	4	NC	32	39	NC	68	56	NC	NA	1
White	38	1857	36213	100	97	99	486	489	489	NA	2	2	29	23	22	68	73	72	3	2	3
Students with Disabilities	NC	361	10526	NC	82	94	NC	445	427	NC	9	15	NC	51	53	NC	39	31	NC	1	1
Students without Disabilities	79	2447	69846	100	100	100	474	489	482	4	1	3	28	21	26	67	76	69	1	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	--	11	621	--	100	97	--	456	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	53	772	38521	96	95	98	467	471	461	4	4	6	30	31	38	66	64	55	NA	1	1
Non-Economically Disadvantaged	33	2036	41851	100	98	100	481	489	489	3	2	3	30	22	22	64	74	72	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2833	79306	96	97	99	500	515	504	9	8	13	22	16	20	59	54	49	10	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1390	38845	93	98	99	505	515	505	8	6	11	18	17	20	60	55	50	15	22	18
Male	47	1439	40383	96	96	98	495	515	504	11	9	14	26	15	19	57	53	47	6	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	43	685	32673	96	96	99	497	497	487	12	14	18	26	21	25	53	52	46	9	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	NC	33	4034	NC	94	97	NC	496	479	NC	15	22	NC	27	29	NC	45	43	NC	12	7
White	34	1849	36234	94	97	99	511	522	523	3	5	6	12	12	13	71	56	52	15	26	28
Students with Disabilities	11	368	10286	69	80	91	466	479	462	36	29	41	36	25	27	18	36	27	9	10	5
Students without Disabilities	77	2465	69020	100	100	100	505	520	510	5	4	9	19	14	18	65	57	52	10	24	21
Limited English Proficient Students	NC	96	10291	NC	91	96	NC	450	458	NC	47	38	NC	29	34	NC	23	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	37	752	37437	90	94	97	484	493	486	16	15	19	30	24	26	43	48	46	11	12	9
Non-Economically Disadvantaged	51	2081	41869	100	98	100	511	523	521	4	5	7	16	13	14	71	56	51	10	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2813	79000	96	96	98	485	499	489	9	5	10	23	18	24	64	67	58	5	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1384	38774	93	97	99	494	503	494	3	3	7	20	17	22	75	68	61	3	11	10
Male	47	1425	40150	96	95	98	475	496	485	15	7	12	26	20	25	55	65	55	4	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	43	677	32508	96	95	98	477	483	472	9	9	15	33	27	33	53	58	49	5	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	NC	32	4016	NC	91	96	NC	487	467	NC	3	14	NC	31	37	NC	56	46	NC	9	2
White	34	1840	36135	94	97	98	500	506	508	6	4	4	12	14	14	79	70	67	3	12	15
Students with Disabilities	11	348	9991	69	75	88	456	468	449	36	19	33	18	32	36	45	46	29	NA	3	2
Students without Disabilities	77	2465	69009	100	100	100	489	503	495	5	3	6	23	17	22	66	70	62	5	11	10
Limited English Proficient Students	NC	90	10199	NC	86	95	NC	437	439	NC	39	35	NC	41	47	NC	20	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	37	742	37234	90	93	97	468	480	472	16	9	15	27	29	33	54	58	50	3	4	3
Non-Economically Disadvantaged	51	2071	41766	100	98	99	497	506	505	4	4	5	20	15	16	71	70	65	6	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2841	79611	96	97	99	478	503	496	10	5	7	39	33	37	51	61	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1393	39016	93	98	99	499	517	511	5	3	4	28	23	29	68	72	66	NA	1	1
Male	47	1444	40519	96	96	98	459	490	482	15	7	10	49	43	44	36	50	46	NA	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	43	692	32855	96	97	99	494	487	481	2	8	10	44	41	43	53	51	47	NA	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	NC	33	3992	NC	94	96	NC	491	478	NC	9	10	NC	36	46	NC	52	44	NC	3	0
White	34	1851	36380	94	97	99	489	510	511	9	4	4	32	30	30	59	65	65	NA	1	1
Students with Disabilities	11	378	10664	69	82	94	421	456	440	27	17	23	55	52	54	18	30	22	NA	1	1
Students without Disabilities	77	2463	68947	100	100	100	486	510	504	8	3	4	36	30	34	56	66	61	NA	1	1
Limited English Proficient Students	NC	101	10362	NC	96	97	NC	429	438	NC	23	22	NC	64	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	37	761	37626	90	95	98	467	483	479	14	9	10	38	43	45	49	48	45	NA	0	0
Non-Economically Disadvantaged	51	2080	41985	100	98	100	486	511	511	8	3	4	39	30	30	53	66	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2877	79327	96	96	98	520	538	518	16	10	19	17	14	20	50	51	46	16	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1415	38961	96	97	98	520	538	520	15	9	16	11	14	20	61	53	48	13	24	16
Male	46	1461	40295	96	96	97	519	538	516	17	10	21	24	14	19	39	48	44	20	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	59	659	32327	97	96	98	512	518	499	22	17	27	15	18	25	47	50	41	15	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	528	489	NC	8	32	NC	19	27	NC	57	36	NC	16	4
White	27	1933	36373	93	97	98	538	546	538	4	7	10	19	13	14	59	51	52	19	29	25
Students with Disabilities	NC	339	9321	NC	78	87	NC	486	467	NC	36	54	NC	25	22	NC	31	21	NC	8	3
Students without Disabilities	87	2538	70006	100	99	100	522	544	524	15	6	14	17	13	19	51	53	49	17	28	18
Limited English Proficient Students	NC	94	9431	NC	89	95	NC	470	466	NC	51	53	NC	23	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	53	752	37097	96	93	97	502	515	498	23	18	27	25	19	25	45	49	41	8	14	7
Non-Economically Disadvantaged	39	2125	42230	95	97	99	544	546	535	8	7	11	8	13	15	56	51	50	28	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2872	79501	99	96	98	496	509	497	9	5	10	26	20	25	62	69	60	2	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1413	39062	98	97	99	504	514	502	4	4	8	21	18	23	72	72	64	2	6	5
Male	48	1458	40368	100	96	98	489	505	491	15	6	13	31	23	27	52	67	57	2	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	61	658	32389	100	96	98	487	493	478	13	10	16	30	28	34	57	61	48	NA	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	99	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	NC	37	4401	NC	100	96	NC	494	473	NC	11	17	NC	19	40	NC	70	43	NC	NA	1
White	28	1929	36446	97	96	99	519	516	516	NA	3	4	18	18	15	75	72	73	7	7	7
Students with Disabilities	NC	334	9411	NC	77	88	NC	469	453	NC	19	36	NC	40	36	NC	40	26	NC	1	1
Students without Disabilities	87	2538	70090	100	99	100	501	514	502	7	3	7	24	18	24	67	73	65	2	6	5
Limited English Proficient Students	NC	90	9401	NC	85	94	NC	448	443	NC	36	40	NC	48	46	NC	17	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	55	754	37183	100	94	97	486	491	479	11	10	16	36	31	34	51	57	49	2	3	1
Non-Economically Disadvantaged	40	2118	42318	98	97	99	510	516	513	8	3	5	13	17	17	78	74	70	3	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2901	80000	100	97	99	569	577	564	2	2	3	5	6	11	92	78	75	1	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1431	39288	100	98	99	578	592	579	2	1	2	2	2	6	96	77	77	NA	20	16
Male	48	1469	40644	100	96	98	560	563	549	2	2	4	8	9	15	88	80	74	2	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	61	665	32672	100	97	99	565	566	548	3	2	4	2	8	14	93	83	76	2	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	578	549	NC	NA	3	NC	5	14	NC	84	77	NC	11	5
White	29	1946	36602	100	97	99	573	582	579	NA	2	2	14	5	7	86	77	75	NA	16	16
Students with Disabilities	NC	357	9919	NC	82	93	NC	526	505	NC	5	9	NC	27	35	NC	65	54	NC	3	2
Students without Disabilities	87	2544	70081	100	100	100	580	584	571	NA	1	2	2	3	7	97	80	79	1	15	12
Limited English Proficient Students	NC	96	9571	NC	91	96	NC	518	502	NC	5	10	NC	31	29	NC	64	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	55	769	37534	100	96	98	571	560	547	2	3	4	2	10	15	95	80	76	2	7	5
Non-Economically Disadvantaged	41	2132	42466	100	98	100	566	584	578	2	1	2	10	5	7	88	78	75	NA	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2923	78546	97	96	97	542	561	543	15	7	15	13	12	18	57	60	52	16	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1449	38645	100	97	98	544	562	545	12	5	13	12	12	18	60	61	54	17	22	15
Male	52	1472	39792	93	95	97	541	561	542	17	8	17	13	12	17	54	59	50	15	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	47	656	31177	100	95	97	535	547	524	17	11	22	17	17	23	57	58	48	9	15	7
Asian/Pacific Islander	--	103	1940	--	96	99	--	585	580	--	2	5	--	12	9	--	52	53	--	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	40	1978	36450	95	97	97	553	566	563	15	5	7	5	10	12	53	61	57	28	24	23
Students with Disabilities	NC	309	8093	NC	76	82	NC	513	489	NC	29	50	NC	28	24	NC	37	23	NC	5	2
Students without Disabilities	86	2614	70453	99	100	100	548	567	549	9	4	11	14	10	17	59	63	56	17	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	51	756	34694	96	92	96	530	546	524	20	10	23	16	17	23	55	61	48	10	12	7
Non-Economically Disadvantaged	44	2167	43852	98	98	99	556	567	559	9	6	10	9	10	13	59	60	56	23	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2936	79045	98	97	98	512	523	512	9	5	10	23	19	25	64	68	58	4	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1453	38860	100	98	98	520	530	519	7	3	7	17	16	22	71	72	62	5	9	8
Male	53	1481	40075	95	96	97	505	517	505	11	7	12	28	22	28	57	64	54	4	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	47	661	31314	100	95	98	507	509	493	9	9	16	23	26	34	66	61	48	2	4	2
Asian/Pacific Islander	--	104	1949	--	97	99	--	532	536	--	6	4	--	15	15	--	67	66	--	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	40	1984	36730	95	98	98	520	528	532	10	4	4	18	17	16	68	70	68	5	9	12
Students with Disabilities	10	320	8552	91	78	87	NA	479	463	NA	22	35	NA	41	40	NA	36	23	NA	2	1
Students without Disabilities	86	2616	70493	99	100	100	517	528	517	6	3	7	20	16	24	70	72	62	5	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	52	763	34922	98	93	96	503	506	493	13	8	15	29	30	34	54	60	48	4	3	3
Non-Economically Disadvantaged	44	2173	44123	98	98	99	522	529	527	5	5	6	16	15	18	75	71	66	5	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2957	79657	99	98	99	575	578	566	NA	2	3	4	5	8	96	92	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1462	39120	100	98	99	589	589	580	NA	1	2	NA	2	4	100	95	92	NA	1	2
Male	54	1493	40423	96	97	98	564	566	553	NA	3	5	7	8	12	93	88	83	NA	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	47	667	31642	100	96	99	572	568	552	NA	3	5	4	7	11	96	90	84	NA	0	0
Asian/Pacific Islander	--	104	1948	--	97	99	--	585	589	--	3	1	--	5	3	--	88	91	--	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	41	1995	36929	98	98	99	578	581	579	NA	2	2	5	4	5	95	93	91	NA	1	2
Students with Disabilities	11	341	9069	100	84	92	531	530	508	NA	7	11	27	26	30	73	67	58	NA	0	1
Students without Disabilities	86	2616	70588	99	100	100	581	583	573	NA	1	2	1	2	5	99	95	91	NA	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	52	775	35341	98	95	97	571	567	551	NA	3	5	6	8	12	94	89	83	NA	1	0
Non-Economically Disadvantaged	45	2182	44316	100	99	100	580	581	578	NA	2	2	2	4	5	98	93	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	3051	78400	96	96	97	589	575	554	5	10	21	8	14	19	63	59	47	24	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1502	38686	97	97	98	588	576	554	5	9	20	10	13	20	63	61	49	22	18	12
Male	46	1547	39636	94	96	96	592	575	554	2	10	23	7	14	18	65	56	46	26	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	54	747	30732	96	95	97	584	559	534	6	13	31	7	21	24	69	55	40	19	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	NC	33	4536	NC	100	95	NC	566	528	NC	18	35	NC	12	25	NC	58	37	NC	12	4
White	42	1998	37038	95	96	97	604	582	575	NA	8	11	7	11	14	60	60	56	33	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	102	2818	70560	100	100	99	591	579	560	4	7	17	7	13	19	65	61	50	25	19	14
Limited English Proficient Students	NC	85	8956	NC	96	95	NC	512	502	NC	42	56	NC	29	25	NC	28	18	NC	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	52	706	33014	93	92	95	580	556	534	4	16	31	8	20	24	75	53	40	13	11	5
Non-Economically Disadvantaged	54	2345	45386	100	98	99	598	581	569	6	8	15	9	12	15	52	60	52	33	20	18

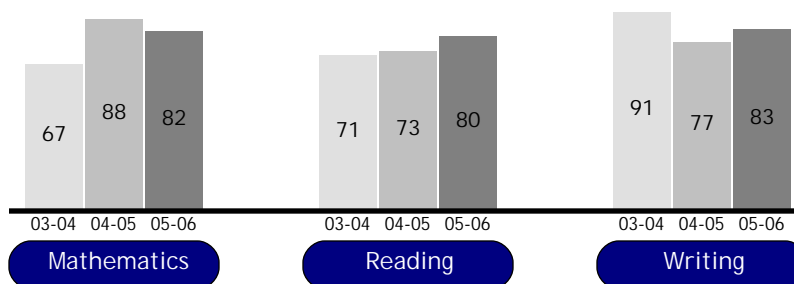
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	3080	79179	100	97	98	535	535	519	5	5	11	16	19	27	73	70	58	6	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1518	38974	100	98	99	538	542	524	5	4	8	10	15	25	82	73	61	3	8	5
Male	49	1560	40124	100	97	97	534	528	513	2	6	13	24	23	28	63	67	54	10	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	56	757	30987	100	96	98	534	521	498	5	7	17	13	27	36	77	64	45	5	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	NC	33	4573	NC	100	96	NC	530	494	NC	3	16	NC	21	41	NC	73	42	NC	3	1
White	44	2019	37467	100	97	98	545	541	539	NA	4	5	14	16	17	77	72	70	9	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	102	2819	70612	100	100	99	541	539	524	2	3	7	13	17	25	78	74	62	7	7	5
Limited English Proficient Students	NC	85	9013	NC	96	95	NC	471	461	NC	27	40	NC	49	48	NC	24	12	NC	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	56	725	33345	100	95	96	527	516	499	5	8	17	21	29	36	70	61	46	4	2	1
Non-Economically Disadvantaged	55	2355	45834	100	98	99	544	541	533	4	4	7	11	16	19	76	73	67	9	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	3097	79734	100	98	99	579	573	554	1	1	3	8	11	19	91	87	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1524	39243	100	98	99	589	585	568	NA	1	2	7	7	12	93	91	85	NA	1	1
Male	48	1571	40413	98	98	98	572	561	541	NA	1	4	10	16	26	90	83	70	NA	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	56	762	31254	100	97	99	576	563	539	NA	1	5	9	16	25	91	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	NC	33	4613	NC	100	97	NC	586	535	NC	NA	4	NC	9	29	NC	88	67	NC	3	0
White	43	2029	37668	98	98	99	591	576	569	NA	1	1	2	10	13	98	88	85	NA	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	102	2820	70791	100	100	100	585	578	561	1	1	2	5	8	15	94	90	83	NA	1	0
Limited English Proficient Students	NC	85	9138	NC	96	97	NC	513	492	NC	7	13	NC	40	46	NC	53	40	NC	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	55	729	33718	98	95	97	570	559	538	NA	2	5	13	18	26	87	80	69	NA	1	0
Non-Economically Disadvantaged	55	2368	46016	100	99	100	588	577	567	2	1	2	4	9	14	95	89	84	NA	1	1

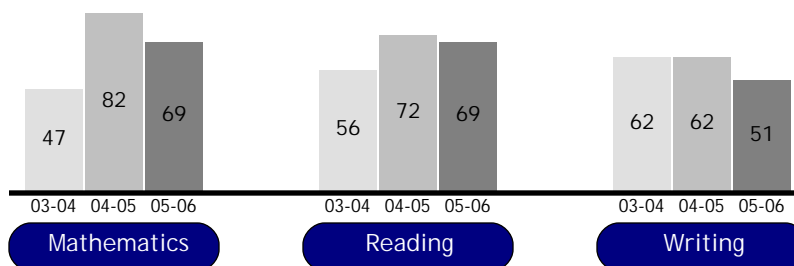
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

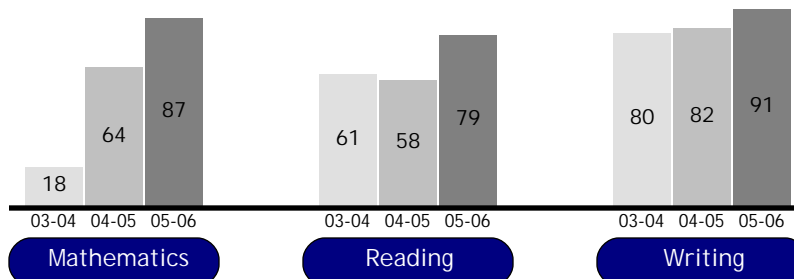
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	65	NA	58	100	51	53	47	100	61	56	46
	Language	95	54	60	50	100	55	53	47	100	65	59	48
	Mathematics	96	80	72	64	100	59	53	50	100	65	58	52
3	Reading	98	61	NA	55	99	45	52	44	99	52	56	46
	Language	97	72	70	61	99	42	50	44	99	50	54	46
	Mathematics	97	65	71	61	99	56	55	51	99	56	58	52
4	Reading	99	61	NA	56	98	43	54	48	98	52	59	52
	Language	99	62	60	52	98	44	55	49	98	46	59	52
	Mathematics	99	73	69	61	98	51	58	53	98	52	63	58
5	Reading	100	49	NA	55	99	51	56	50	96	52	63	56
	Language	100	49	56	49	99	51	56	50	96	50	61	54
	Mathematics	100	62	67	63	99	57	52	49	96	43	56	52
6	Reading	100	60	NA	56	100	49	58	51	99	54	65	56
	Language	100	57	60	48	100	44	55	47	100	46	58	50
	Mathematics	100	63	75	66	100	54	59	52	96	56	65	58
7	Reading	97	54	NA	54	99	62	59	50	98	50	63	54
	Language	97	63	67	58	99	64	62	52	99	56	67	58
	Mathematics	97	68	68	62	100	58	57	50	97	48	61	54
8	Reading	97	57	NA	55	100	50	58	51	100	67	67	58
	Language	97	64	64	52	100	47	56	50	99	67	63	56
	Mathematics	97	63	69	61	100	54	59	53	95	76	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Santa Fe Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School/Business/Community Partnerships
- ü Parent/Educator Relations
- ü School Climate
- ü School Safety Issues
- ü Positive Incentives for Students
- ü Volunteers

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	0	0
4 to 6 years	11	1	0	0
7 to 9 years	4	2	0	0
10 or more years	5	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	121
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	18%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Technology Classroom
- ü Computer Lab
- ü Learning Center

Extracurricular Activities

- ü Student Council
- ü National Junior Honor Society
- ü Yearbook Club
- ü 7-8 Grade Athletics
- ü Future Teachers
- ü Chorus (Grades 5-8)
- ü Band (Grades 5-8)

Social Services

- ü Truancy Program
- ü Before/After School Program
- ü Health Services
- ü Community Preschool Partnership
- ü On-Site Dental Program
- ü Free and Reduced Breakfast and Lunch

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Teachers in grades K-3 provided differentiated group instruction in reading. The flexible groups allowed students to be challenged and successful based on their ability. The strategies will be expanded to grades 4-8 this year.
- ü Technology was a key part of 4 our classrooms. Students used laptop computers, a Smart board and hands-on materials to enhance instruction. Two more classes will be added this year. Other teachers on campus use technology as a teaching tool.
- ü Data analysis guided the development of performance goals for the teachers and the school. AIMS DPA/Terra Nova and reading assessment data are used to meet student needs in reading and math. Academic goals were met in each grade level.
- ü Teachers in grades K-3 started on-line training with the Arizona Reading Academy. This program, sponsored by the Arizona Department of Education, provided information and training on teaching literacy.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students are supervised at all times, including before and after school to reduce safety concerns. All visitors are required to sign in at the front office. The use of walkie-talkies during the day keeps the office alert to any problems on campus. The maintenance staff works out on our campus throughout the day. New locks were placed on all exterior doors allowing them to be secured from the inside. Fire and evacuation drills are conducted throughout the year. A security system was installed.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Robert Miller	(623) 486-6475
Transportation Policy	Doug King	(623) 486-6167
Community Resources	Mary Laughlin	(623) 486-6494
School Nutrition Programs	Helen Grissom	(623) 486-6475
Parent Organization	Christina Hite	(623) 486-6475
Student Health/Nurse		(623) 486-6479

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.